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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 9 Term: 2**

**Name / Theme or Unit: Evaluating Arguments, Persuasive Speeches**

**Time Frame: 1.5 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about the various techniques used by writers and speakers to convince audiences of their opinion. After analyzing an article, students will use these same techniques themselves in composing, practicing and delivering a persuasive speech. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  9.2. Distinguish between the positive and negative connotative meanings of words  9.16. Identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provide evidence from the text to support understanding  9.17 Learn appropriate strategies to read and comprehend content-area texts  9.32 Use specific rhetorical devices to support belief (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).  9.42 Formulate judgments about the ideas under discussion and be able to discuss those in the classroom environment.  9.44 Formulate reasoned judgments and respond effectively to written and oral communication (text and media – [e.g., television, radio, film productions, and electronic media])  9.46 Demonstrate how language and delivery affect the mood and tone of the oral communication and make an impact on the audience  9.47 Evaluate the clarity, quality, effectiveness, and believability of a speaker's important points from a variety of sources (podcasts, other recorded speeches, political candidates campaign ads.  9.49 Deliver a narrative presentation using a variety of sensory detail and visual aids  9.53 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that use specific details and examples to support argument | |
| **Essential questions:**   1. What are emotional and logical appeals and how are they used in arguments? 2. How do we evaluate the quality of an author or speaker’s argument? 3. How can we construct an argument that is convincing and appealing to an audience? 4. What verbal and non-verbal techniques make for an effectively delivered speech? | **Expected language:**  Evaluation, logical appeals, emotional appeals, anecdotes, loaded words, facts, statistics, expert opinions, reasoning, bias, attention-grabbing introduction, call to action, verbal and non-verbal techniques, volume, body language, eye-contact, pauses, pacing, |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Evaluating arguments chart (attached)  Speech Assignment (attached)  Speech brainstorming sheet (attached)  Written peer feedback from Speech practice session | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| Students will begin the first day of the unit by writing and delivering a 30 second mini-speech describing an experience that they had over the Christmas vacation. The teacher will give a colourful example and demonstrate how to begin the speech with a surprising and/or highly interesting first sentence to get the audience’s attention (eg. “How many bug bites do you think I got on my left leg when I went trekking in the jungle for 6 days over the break, anyone?”).  Then, students will take notes (attached) on how to evaluate arguments, including the recognition of logical and emotional appeals. On the power point as a class, the students will read and practice with a few examples. Students will each come up with a loaded word to share with the class as an example and the class will briefly discuss the connotation and denotation of each one.  Students will then read “A Defense of the Jury System” as a class with help from the teacher and discuss the logical and emotional appeals used, as well as possible sources of bias for the author. Individually, they will evaluate the argument with a chart workwheet (attached).  Students will then view a power point about speech writing, and the use of verbal and non-verbal techniques. They will make a connection to the verbal techniques that they just learned about. They will then be shown their speech assignment and the rubric break down (attached).  After this, students will begin brainstorming topics for their speeches. Using the speech brainstorming sheet (attached), the list of suggestions posted on the board by the teacher (attached) and the help of a partner, they will brainstorm and take a few notes on 4 possible persuasive speech theses. For each topic, they will have to write an opinion, a few possible things they could say, and at least one shocking or otherwise interesting statement or question they could begin their speech with to get the audience’s attention. Once the students have a skeleton of 4 different speeches, they will choose one and write a more detailed outline of it on the reverse side of the sheet. No two students will be allowed to present the same opinion on an issue, but they will be allowed to present opposing points of view on the same issue. The student who has completed their brainstorm of the 4 different speeches first will have first claim to the topic.  Students will be given time in the computer lab if time permits for researching a few facts or statistics for the speech. Alternatively, the students can be allowed to do this research at home if they include their source in their notes. With their notes completed, students will write their speeches individually in class, and will be given flashcards to transfer the speech into note form if desired.  For one class, students will have a chance to receive feedback from their classmates. In changing pairs, all students will be required to listen to at least 5 different speeches and deliver their speech at least 4 different times. They will collect specific comments from their peers about their verbal and non-verbal techniques and will use the feedback to try and read and improve with each performance.  Finally, the students will deliver their speeches to the class. In between speeches if time permits, the class will be allowed a few minutes to ask questions and offer opinions agreeing or disagreeing with those of the speaker. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Video clips of example persuasive speeches  **Holt Language and Literature Text:** A Defense of the Jury System,  Teacher Created Resources | |

At the end of unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_\_

REFLECTIONS: